# Telford Infant School

## LOVING LEARNING

**Every child to be an inquisitive, resilient and successful learner who is eager for their next challenge.**

# English as an Additional Language (EAL) Policy

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| **Manager:** | EAL Co-Ordinator |
| **Date of latest update:** | January 2021 |
| **Date of next review:** | January 2022 |

*This Policy is available for Staff and Governors on One Drive.*
*It is also available for parents on the school website and on request from the school office.*

*This policy reflects the school values and philosophy to the teaching of children who may have English as an additional language. It sets out the framework within which our teaching and non teaching staff can operate and gives guidance on planning, teaching and assessment. This document is intended for all staff, school governors, and parents and interested others.*

## Introduction

**Telford Infant School and EAL**

At Telford Infant school the teaching and learning, achievements, attitudes and well-being of all our children are vitally important. We encourage our children to achieve the highest possible standards. We do this by taking account of each child's life experiences and needs.

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.

Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English speaking children and we understand that their ability to participate in the full curriculum may be in advance of their communicative skills in English.

We believe a child's first language is the foundation to be built upon and acts as a core to all future learning and as such, bilingualism and multilingualism are recognised as a positive part of their development. The children are encouraged to speak their first language at home to develop their language skills. We will encourage the opportunities to use home language to support a child's learning and development.

At Telford Infant school we understand that new arrivals into the country as additional language learners are not a homogeneous group. Some new arrivals, for example, may be new to English, some may have achieved social but not academic fluency and some may be advanced bilingual learners. In addition, a complex interplay of factors such as language development in English and the first language(s), the pupil's experience of working in more than one language, their culture, ethnicity, previous educational history and socio-economic status will all form part of their experience.

## Aims

The aim of this policy is to help ensure that we meet the full range of needs of these children who are learning English as an additional language. This policy is in line with the requirements of the Race relations (Amendment) Act 2000-RR (A) which requires all schools to promote equality of opportunity.

The National Curriculum entitles all children the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfillment and development as responsible citizens. We promote the principles of equal opportunities for all, through the education that we provide in our school.

It is the aim of our school that every child with EAL is enabled to:

- Access all areas of the curriculum
- Have pride in their achievements
- Work with a growing confidence
- Continue to use their first language with pride and confidence and as a tool for learning English
- Express themselves confidently in a range of situations on a variety of subjects to differing audiences.
- Express themselves competently in both written and spoken English.
- Benefit from the support of adults within the classroom and in small groups when and if they need it.
- Have access to a range of appropriate resources, which aid their learning.

- See themselves, their language, their culture and identity reflected not only in the classroom but in the wider school and through an inclusive curriculum.

Our school will endeavor to provide the parents of children with English as an additional language with any support they may need throughout their child's school career and afford them the same accessibility to information regarding their child's progress as all other parents.

## Roles and Responsibilities

It is the role of the EAL co-ordinator to facilitate the implementation of this policy:

- To support baseline information in Foundation stage
- Provide assessment of the children soon after they enter the school in KS1.
- Contacting EMTAS for support and advice if necessary.
- Speaking to parents/ carers to gain knowledge of their child's previous experiences and home situation, as appropriate.
- Contacting the child's previous school, if applicable.
- Supporting colleagues to plan and assess, if necessary, and ensuring the delivery of the curriculum is at an appropriate level for the child.
- Supporting staff in their professional development of EAL
- Maintaining high expectations
- Keeping an up to date with current teaching methods and EAL issues.
- Supporting parents
- Arranging for translations if necessary
- Offering access to appropriate learning material in a variety of languages.
- Being sensitive and empathetic to children's differing experiences.
- Ensure that there are clear criteria for any intervention, which involves withdrawing new arrivals from the classroom for short periods of time.
- Ensure that parents of new arrivals are involved in a review meeting after 4-6 weeks to discuss the pupil's integration, academic progress, language development and targets.
- Ensure that when the initial assessment takes place, there is a focus on subject knowledge and skills as well as the pupil's ability to express themselves in English.

## Assessment

The EALCO will help teachers to provide an initial assessment for international new arrivals. The teaching staff will complete an EAL Proficiency Assessment Scale for their EAL children in four areas: Listening and Understanding (Receptive language), Speaking (Expressive language), Reading and Writing.

During the first year the EALCO should have regular meetings with class teachers and any other persons working with the child to discuss their learning and review their development in order to assess progress.

## Definitions of Terms

EAL: English as an additional language. This recognises that many pupils learning English already understand at least one other language and are adding English to their repertoire. It also applies to children who hear another language spoken at home by parents, careers or other relatives.
EALCO: English as an Additional Language Co-ordinator
Bilingual, multilingual or Plurilingual: All of these terms refer to children who have access to more than one language at home or at school. The terms do not imply that the child is fully fluent in both or all languages.
Early stage learners: pupils who are at the early stages of learning English. This is often used interchangeably with "new arrivals".
International New Arrivals (INAs): This refers to children who have come from overseas. They may be fluent speakers of English, not speak English at all or have a developing level of English.
Advanced learners of EAL: pupils who have had considerable exposure to English and are no longer in the early stages of acquiring the language. These pupils may need supporting developing the cognitive use of language.
EMTAS: Ethnic Minority and Traveller Achievement service
NASSEA: Northern Association of Support Services for Equality and Achievement
SEND: Special Educational Need and Disability

Please see following pages for EAL assessment in

Listening and Understanding (Receptive Language)

Reading

Speaking (Expressive Language)

Writing

## Listening & Understanding (Receptive Language)

| A | S1: New to English<br>Needs a considerable amount of EAL support (DfE) | Date /Initial |
|---|---|---|
| | Understands and follows simple instructions with reliance on gestures/ pictures | |
| | Responds to everyday greetings | |
| | Shows understanding of age appropriate every day home language (L1) | |
| | Observes and copies what others are doing | |
| | Follows instructions based on classroom routines | |
| | Shows understanding of some key words in familiar contexts | |
| | Understands simple common phrases/questions delivered with visual support, e.g. *Do you like…?/ Have you got…?* | |
| | Begins to join in choral activities e.g. songs, poems, action rhymes | |
| | Listens attentively for short amounts of time | |

| B | S2: Early Acquisition<br>Still requires a significant amount of EAL support (DfE) | Date/Initial |
|---|---|---|
| | Listens attentively for longer periods when provided with contextual support | |
| | Understands some peer talk but relies on gestures/contextual clues, e.g. *Let's play football* | |
| | Responds to yes/no or either/or questions | |
| | Follows simple instructions relating to sorting/sequencing pictures or objects | |
| | Demonstrates understanding of the key points in some lessons when provided with scaffolded supports, e.g. visuals, substitution tables | |
| | Shows some understanding of curriculum language when delivered using sentences with repetitive patterns | |
| | Joins in predictable/repetitive language from stories, songs, action rhyming activities | |
| | Listens and understands gist of stories and teacher talk with visual/contextual support | |
| | Follows instructions with in/on /under prepositions | |
| | Understanding of high frequency, everyday vocabulary is growing quickly; fed by experience e.g. regular opportunities for organised interaction with peers | |

| C | S3: Developing Competence 1<br>Requires ongoing EAL support to access the curriculum (DfE) | Date /Initial |
|---|---|---|
| | Understands and responds appropriately to simple comments, closed questions or instructions with contextual support | |
| | Understands gist of oral stories and teacher talk with visual/contextual support | |
| | Shows understanding of sequencers, e.g. *first, next, then* | |
| | Follows instructions with some positional language, e.g. draw a triangle next to the circle (e.g. during barrier game) | |
| | Shows understanding of a wider range of vocabulary, e.g. arm – *elbow,* bike – *handlebars,* house - *chimney* | |
| | Beginning to ask for clarification when necessary | |
| | | |
| | **S4: Developing Competence 2** | **Date/Initial** |
| | Shows understanding of everyday spoken English ('playground talk') | |
| | Understands multi-level instructions and explanations in the context of lessons | |
| | With contextual support, begins to understand some age appropriate low frequency abstract language linked to curriculum topics *e.g. punishment, pride* | |
| | Responds appropriately to different sentence types, e.g. questions, negatives and statements | |
| | Begins to understands more detailed language in curriculum topics | |

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| | Attends actively to conversations on familiar topics when speech is delivered at pace of a native speaker | |
| | Listens for and identifies relevant key information from discussions, explanations and teacher presentations. | |
| | Follows a set of oral instructions or directions related to a game or learning activity (following a route with a map). | |
| | Fully competent in Basic Interpersonal Communication Skills (BICS) – see Cummins Theory (1980) | |
| | | |
| **D** | **S5: Competent 1 -**<br>**Needs some/occasional EAL support to access more complex curriculum material and tasks (DfE)** | **Date/Initial** |
| | Shows a growing understanding of a range of language structures linked to academic learning e.g. abstract / low frequency vocabulary, modal verbs, conditional tenses, passive forms | |
| | Begins to distinguish between different types of spoken language e.g. genres, formal/informal registers | |
| | Asks for clarification when necessary and may still need extra time for more complex listening tasks including group work. | |
| | Begins to understand some common idiomatic expressions (e.g. *piece of cake)* after exposure to meaning in shared fictional texts. | |
| | Follows the gist and some detail of teacher talk on a *new* topic at normal speed with minimal visual/contextual support. | |
| | Participates confidently in shared oral activities e.g. poems, songs, shared texts | |
| | Has a growing bank of subject specific words related to curriculum topics | |
| | Can understand an unfamiliar speaker on a familiar topic. | |
| | **S6: Competent 2** | **Date/Initial** |
| | Understands range of idiomatic language e.g. *raining cats and dogs, pull your socks up* and colloquialisms (e.g. *skint)* | |
| | Understands a range of common phrasal verbs and their formal equivalents e.g. *put up with [tolerate], give in [surrender]* | |
| | Understands inference and humorous references if not too culturally loaded | |
| | Shows understanding of the detail of curriculum topics, with minimal visual/ contextual support, by answering a variety of questions (literal and inferential) | |
| | Follows spoken language confidently in all school activities (e.g. assemblies, group tasks) but occasionally some vocabulary and grammatical gaps may still be apparent | |
| | Responds to different registers appropriately e.g. matching formal response to formal request | |
| **E** | **S7: Fluent**<br>**Operates without EAL support across the curriculum** | **Date/Initial** |
| | Understands English at an age appropriate level commensurate with a monolingual English speaking peer. | |

# Reading

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| **A** | **S1: New to English Needs a considerable amount of EAL support (DfE)** | **Date/Initial** |
| | Recognises and reads English print from left to right and top to bottom | |
| | Identifies some letters of the alphabet by shape and sound | |
| | Recognises own name and some familiar words | |
| | Distinguishes between letters, numbers and words | |
| | Non-literate in L1 (first language) but able to sequence pictures | |
| | Literate in L1 - decodes simple words with little/ no understanding of their meaning (specifically if previous instruction used Roman alphabet) | |
| | Literate in L1 - uses print and digital material in first language, e.g. translation of key words | |
| **B** | **S2: Early Acquisition Still requires a significant amount of EAL support (DfE)** | **Date/Initial** |
| | Identifies initial and final sounds in unfamiliar words | |
| | Recognises some frequently occurring words by sight | |
| | Decodes and blends phonetically regular words e.g. sit, pen, sand (meaning supported with visuals) | |
| | Reads and understands phrases/simple sentences that have been taught and practised (with visuals) | |
| | Joins in shared reading of familiar texts e.g. when prompted, reads word/phrase to complete sentences. | |
| | Reads and understands simple repetitive texts with controlled vocabulary | |
| | Begins to use decoding and visual/ contextual cues to make intelligent guesses at meaning of content of short simple texts or sentences | |
| | Begins to engage with texts e.g. match pictures to familiar sentences or vice versa; sequence pictures or familiar sentences, answering simple literal questions. | |
| | Re-tells the main points in familiar texts (with some support) | |
| | **S3: Developing Competence 1 Requires ongoing EAL support to access the curriculum (DfE)** | **Date/Initial** |
| | Uses knowledge of letters, sounds and words to establish meaning when reading simple/ illustrated text aloud, sometimes with prompting | |
| | Reads short texts aloud showing awareness of words inflection e.g. –ed suffix in past tense verbs | |
| | Begins to draw meaning from texts with less reliance on pictures | |
| | Independent reading of simple texts is generally accurate | |
| | With support, begins to identify cohesive markers to make overall sense of text e.g. determiners and pronouns renaming nouns *'Harry* looked at the *ground*. *It* was a long way down. *He* thought…' | |
| | Shows more engagement with story texts e.g. predicting, opinion making, questioning | |
| | Begins to select appropriate sections of texts to answer comprehension check questions | |
| | Begins to identify ideas/relationships within a text that are signalled by use of conjunctions e.g. so, because, however | |
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| | **S4: Developing Competence 2** | **Date/Initial** |
| | Draws on a range of strategies (phonic, graphic, syntactic, contextual) in reading and guessing unfamiliar words | |
| | Recalls and summarises main ideas from curriculum related texts independently | |
| | Begins to understand inferences and deductions in a text | |
| | Shows comprehension by asking and answering who, what, where, when and why questions | |
| | Selects independently appropriate sections in texts to give answers | |

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| **D** | **S5: Consolidating 1**<br>**Needs some/occasional EAL support to access more complex curriculum material and tasks (DfE)** | **Date/Initial** |
| | Draws meaning from a wide variety of texts without reliance on pictures | |
| | Reads aloud curriculum-related texts without rehearsal | |
| | Understands shades of meaning expressed by synonyms, e.g. nibble, eat, gobble | |
| | Reads beyond the literal i.e. understanding inferences and deduction | |
| | Understands *some* cultural references of reading material within taught lesson | |
| | **S6: Consolidating 2** | **Date/Initial** |
| | Shows good understanding of main ideas and details when reading both fiction and non-fiction | |
| | Extracts information from more complex non-fiction texts | |
| | Hypothesises using information from texts, e.g. Suppose that…..; If Matilda had known about…she would have… | |
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| | Demonstrates improved understanding of abstract references and culturally embedded references and nuances but may still require support | |
| | Demonstrates understanding of idioms and figurative language in context with minimal support | |
| | Evaluates, analyses and summarises the content of texts | |
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| **E** | **S7: Fluent**<br>**Operates without EAL support across the curriculum** | **Date/Initial** |
| | Reads English at an age appropriate level commensurate with a monolingual English speaking peer. | |

## Speaking (expressive language)

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| **A** | **S1: New to English**<br>**Needs a considerable amount of EAL support (DfE)** | **Date /Initial** |
| | Undergoing a 'Silent Period' – this is a preproduction stage in second language acquisition where learners do not attempt to speak. | |
| | Makes attempts to communicate using gestures/L1 (first language) | |
| | Echoes social words e.g. greetings, giving thanks, farewell | |
| | Uses translanguaging e.g. Meh toilet janna (I want to go to the toilet) | |
| | Echoes single words / 2 word phrases to express themselves *e.g. "No understand", "No drink", "Me finish" "he go"* | |
| | Understands and names some familiar classroom/everyday objects. (e.g. chair, table, apple, pencil, glue-stick) | |
| | Communicates everyday basic needs e.g. "*toilet please*", "*me drink"* | |
| | Participates in brief exchanges with peers but may be reluctant to speak to adults | |

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| **B** | **S2: Early Acquisition**<br>**Still requires a significant amount of EAL support (DfE)** | **Date/Initial** |
| | Combines simple phrases or use telegraphic phrases to convey meaning *e.g.* "*me no pencil*" | |
| | Expresses feelings in simple terms e.g. "*I am feel happy"* | |
| | Begins to describe positions of objects correctly e.g. *on, in, under* | |
| | Joins in predictable refrains/ repetitive language from songs/rhymes/ stories practised in class/ small group work. | |
| | Independently uses some frequently heard adjectives to describe or add emphasis e.g. "*big classroom", "today cold" "fast car"* | |
| | Uses common verbs e.g. *go, do, make* but inaccuracies may be evident e.g. "*teacher say"* "*I not do it"* | |
| | Expresses likes and dislikes in simple phrases / repetitive sentences | |
| | Asks and answers simple questions using intonation mainly within familiar contexts / familiar topics in class e.g. "*where he go?" "football you like*?" | |
| | Expresses negatives but inaccuracies may be apparent e.g. "*I no go school*" "*my mum no speak English"* | |
| | Over generalises grammatical rules e.g. "*I goed" "she play"* | |
| | Begins to use time markers in phrases (e.g. *next week, on Friday, in December).* Inaccurate use of preposition may be evident e.g. *on* December | |
| | Begins to use high frequency simple past tense verbs (e.g. walked, played) including irregulars (e.g. went, had) albeit presenting errors e.g. *drinked, eated, "yesterday I walk school"* | |
| | Begins to participate in short exchanges on topics of interest or within familiar context. | |
| | Uses subject-specific vocabulary in context of simple sentences e.g. pair-work discussion in class | |

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| **C** | **S3: Developing Competence 1**<br>**Requires ongoing EAL support to access the curriculum (DfE)** | **Date /Initial** |
| | Attempts more extended speech showing evidence of compound sentences mainly using simple connectives - 'but' / 'and' *e.g. "I eat breakfast and put on the clothes"* | |
| | Retells a simple story (may be scaffolded using a modelled structure, visual cues depending on age and confidence) | |
| | Uses sequencers (e.g. first, next, then, finally) in context of simple instructions and recounts | |
| | Speaks using some descriptive detail *e.g. "One dark night in the house she go to the little cupboard."* | |

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| | Uses a wider range of simple past tense verbs including irregulars with a greater degree of accuracy | |
| | Begins to use other tenses (e.g. future 'going to') but with some inaccuracies | |
| | Uses a wider range of high frequency and subject-specific vocabulary | |
| | Participates in simple exchanges confidently and in everyday contexts | |
| | Communicates confidently in routine tasks e.g. asking for/ providing things, seeking information, what to do next etc. | |
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| | **S4: Developing Competence 2** | **Date/Initial** |
| | Extended speech on familiar topics shows cohesion although limited word choices and grammar errors may still be evident<br>e.g. "*Before you gonna sew, you must put thread into that thing*" [needle] | |
| | Uses English with greater spontaneity, without long pauses for internal translation | |
| | Uses a range of cohesive markers i.e. conjunctions and pronouns to improve speech 'flow' and organisation e.g. *so, if, they, it, because* | |
| | Begins to respond to *extended* teacher talk with relevant comments and questions | |
| | Recounts information in greater detail using who, what, where, when (adverbials). | |
| | Uses appropriate register for different situations e.g. *Miss, please can I have a pen*? / *Give us a pen* | |
| | Speaks to others socially using regular grammatical structures – may self-correct irregularities in own speech | |
| | Uses past simple verbs including irregular forms accurately and consistently | |
| | Uses future tenses accurately and some modal verbs e.g. *will, may, could* to express predictions | |
| | Uses pronunciation that resembles English heard around them. | |
| | Contributes confidently to informal discussions with peers and adults - fully competent in Basic Interpersonal Communication Skills (BICS) – see Cummins Theory (1980) | |
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| **D** | **S5: Competent 1**<br>**Needs some/occasional EAL support to access more complex curriculum material and tasks (DfE)** | **Date/Initial** |
| | Uses a wider range of tenses but inaccuracies may still be evident particularly with more complex structures e.g. "*To his house if he went there, he could see her*"<br>[for 'if he had gone home, he would have seen her'] | |
| | Communicates ideas using a growing number of academic language structures expressing prediction and hypothesis e.g. modals - might, would, should. | |
| | Takes an active part in the planning and delivery of a group presentation, e.g. debate, book review | |
| | Understands and follows a wider range of language structures with more varied and abstract / low frequency vocabulary | |
| | Provided with opportunities for oral rehearsal, connected speech shows patterns of academic language e.g. explaining, hypothesizing, comparing | |
| | Able to adapt what they say to the needs of the listener using the appropriate language registers | |
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| | **S6: Competent 2** | **Date/Initial** |
| | Able to respond appropriately to extended decontextualized teacher talk across the curriculum though still needing some support in understanding figurative and idiomatic expressions | |

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| | Independently contributes to class discussions on unfamiliar topics involving more academic grammatical structures e.g. passive tenses, conditionals etc. | |
| | Uses language linked to a wider range of higher order thinking e.g. defending an argument, hypothesising, making comparisons, giving explanations | |
| | Able to make appropriate choices of vocabulary, including abstract vocabulary, for different context and purposes with *occasional* support | |
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| **E** | **S7: Fluent**<br>**Operates without EAL support across the curriculum** | **Date/Initial** |
| | Speaks English at an age appropriate level commensurate with a monolingual English speaking peer. | |

# WRITING

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|---|---|---|
| **A** | **S1: New to English**<br>**Needs a considerable amount of EAL support (DfE)** | **Date/Initial** |
| | Non-literate in first language (L1) | |
| | Literate in L1 | |
| | Holds pen appropriately for writing and most commonly used letters are correctly shaped | |
| | Writes own name and copy-writes some letters and words | |
| | Begins to reproduce some English letters linked to known sounds | |
| | Uses upper case letters / mixes upper and lower case letters | |
| | Writes words/ captions for pictures | |
| | Uses familiar words in writing and the spelling may be plausible | |
| | Shows awareness of basic conventions of writing using alphabetic script e.g. left to right, finger spaces | |
| | Transfers skills from first language to form letters and writes words with plausible spellings | |
| | Begins to spell simple words phonetically e.g consonant-vowel-consonant (CVC) words | |
| | Begins to use a few familiar high frequency/ common exception words e.g. *have, go* | |
| **B** | **S2: Early Acquisition**<br>**Still requires a significant amount of EAL support (DfE)** | **Date/Initial** |
| | Links more letters to sounds including some digraphs (working towards Phase 3) | |
| | Beginning to become aware of some English spelling patterns | |
| | Fills in blanks with key words/phrases (e.g. sentence starters), labels diagrams and images with key words and phrases | |
| | Copy-writes words/sentences/ whole passages but may lack understanding | |
| | Writes a growing number of familiar high frequency words independently | |
| | Writes simple meaningful repetitive sentences to a given model supported by oral work and pictures | |
| | Combines words with drawings/pictures to create meaningful 'sentences' on familiar topics | |
| | Writes some short sentences intelligible to self and a familiar reader | |
| | Uses upper/ lower case and full stops with *some* accuracy | |
| | Writes from memory simple sentences dictated by the teacher that include words using the Grapheme Phoneme Correspondences (GPCs) and common exception words taught so far with adult support. | |

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| **C** | **S3: Developing Competence 1**<br>**Requires ongoing EAL support to access the curriculum (DfE)** | **Date/Initial** |
| | Forms simple sentences using word/phrase banks linked to curriculum | |
| | Writes unfamiliar words using phonic knowledge, with increasing accuracy | |
| | Generates short sentences to narrate a pictorial story evidencing grammatical inaccuracies and inappropriate vocabulary choices | |
| | Uses simple conjunctions (mostly "and") to form compound sentences | |
| | Uses a small range of punctuation to demarcate sentences | |
| | Writes at greater length using sentences / phrases in relation to personal experiences e.g. *family, interests*. Writing tends to be mundane using 'safe' every day known vocabulary and structures. | |

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| | Spells words within known oral lexicon with greater accuracy | |
| | Begins to identify spelling errors in words when proof-reading own writing | |
| | **S4: Developing Competence 2** | **Date/Initial** |
| | Uses some grammatical structures with greater accuracy e.g. subject-verb agreements (*he/she walk**s***), common articles (*a, the*), prepositions (*next to, in*) inflections ( *– ed endings to form past tense*). | |
| | Writing tends to reflect features of spoken language and interference from L1 may still be apparent (see Speaking section: Basic Interpersonal Communicative Skills – BICS) | |
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| | Writing in familiar contexts shows some grammatical features e.g. use of simple past tense (recounts), use of time sequencers 'first', 'next', 'finally' etc. | |
| | Uses a wider range of conjunctions and pronouns to link ideas between clauses e.g *then, after, so, he, she, it* | |
| | Uses more appropriate and varied vocabulary in free writing tasks on familiar topics | |
| | Produces narratives and simple explanations with greater accuracy when given scaffolding support | |
| | Uses a range of punctuation with *some* accuracy | |
| | Identifies spelling errors in own writing | |
| | Uses first language to take notes, plan writing (age dependent) | |
| | Begins to use some sentence structures and subject specific vocabulary appropriate to genre e.g. narratives, descriptions | |
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| **D** | **S5: Competent 1**<br>**Needs some/occasional EAL support to access more complex curriculum material and tasks (DfE)** | **Date/Initial** |
| | Uses a wide range of punctuation accurately including paragraphing | |
| | Uses text models to scaffold content and structure of writing for different purposes e.g. news article, recount, biography | |
| | Writes at least a paragraph of independent writing linked to curriculum topics (reports, stories, recounts) in KS1 | |
| | Writes 2 paragraphs at least of independent writing linked to curriculum topics in lower KS2, at least 3 in upper KS2 | |
| | Demonstrates a growing engagement in extended writing using a wider range of vocabulary and structures e.g higher order connectives, appropriate past and present tenses and a range of modal verbs (e.g. *should, would, could, might*) | |
| | Reviews, revises and edits writing with teachers or independently (depending on age) | |
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| | **S6: Competent 2** | **Date of attainment** |
| | Uses structures to express higher order thinking e.g. prediction, probability, hypothesis) appropriately and accurately (depending on age) | |
| | Engages in free writing using appropriate structures and organisation – requires only occasional scaffolding support for new genres / cultural references | |
| | Uses higher order comparatives in argumentative text e.g. (*the largest, is similar to, not as useful as, rather than, instead of*) | |
| | May need support in understanding and using subtle nuances of metaphor and formulaic phrases | |

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| | Uses complex tenses and appropriate vocabulary choices close to expected level of competence for native English speaking peers | |
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| **E** | **S7: Fluent**<br>**Operates without EAL support across the curriculum** | **Date/Initial** |
| | Writes in English at an age appropriate level commensurate with a monolingual English speaking peer. | |